



The Influence of Industrial Work Practice, Self Efficacy and Adversity Quotient on the Work Readiness of XII Grade Students at Vocayional High School in Malang

Indah Susanti*, Mustiningsih, Bambang Budi Wiyono

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: indah.susanti.2001316@students.um.ac.id

Abstract

Education plays an important role in producing quality human resources, it is necessary for economic development and development of the country. Vocational High Schools focus on developing students' skills to be ready to work, however many graduates are still unemployed since they have not met the demands of the measured by employees. This research aims to: students performance at industrial work practice (internship) among students, the level of students' self-efficacy, the level of students' adversity quotient; the level of students' job readiness; effects of industrial work practice (internship) on the job readiness of grade XII vocational high school students in Malang City; effects of self-efficacy on the job readiness of grade XII Vocational High School students in Malang City; effects of adversity quotient on the job readiness of grade XII vocational high school students in Malang City; and simultaneous effects of industrial work practice (internship), self-efficacy, and adversity quotient on the job readiness of grade XII Vocational High School students in Malang City.

Keywords: Industrial Work Practices (Prakerin); Self-Efficacy, Adversity Quotient; Work Readiness

1. Introduction

Education plays a crucial role in national life as a producer of human resources (Siregar, 2023). Education is expected to create agents of producers as a tangible transformation in life, not just agents of change (Safitri et al., 2022). Mardhiyah et al. (2021) assert that education is an effort to create competitive and quality human resources, which are essential for economic development (Van Hiep, 2021). Vocational High Schools (SMK) play a significant role in producing professional and ready-to-work labor (Elfranata et al., 2022). However, data shows that the highest unemployment rates in Indonesia come from SMK graduates, reaching 9.42 percent in 2022 (BPS, 2023). In Malang City, the unemployment rate among SMK graduates reaches 27.62% (BPS Malang City, 2023). This indicates a mismatch between the goals of SMK and the realities in the field (Shazrena et al., 2022). This gap is caused by a mismatch between the competencies of graduates and the needs of the job market (Junaida et al., 2023).

Work readiness is crucial for SMK students. Work readiness includes physical and mental maturity as well as the drive to perform activities in the job field (Karlina et al., 2022). According to Wiharja et al. (2020), work readiness involves the knowledge, attitude, and skills required by the job market. Therefore, to measure the work readiness variable, several aspects are considered according to Wardani et al. (2021), namely resilience, maturity, motivation, and interpersonal skills. Azky and Mulyana (2024) state that factors influencing work readiness consist of internal and external factors. Internal factors include internship experience,

adversity quotient, self-efficacy, career planning, psychological capital, soft skills, motivation to enter the workforce, and managerial skills. External factors consist of social support.

Industrial Work Practices (Prakerin) are one of the important internal factors. Prakerin is a form of Dual System Education (PSG) that involves the industry in student learning (Rasida et al., 2023). This program is expected to solidify student learning outcomes and equip them with real-life experiences according to their expertise program (Zulkarnain, 2018). Research by Sanusi and Fernandes (2019) states that Prakerin has a strong correlation with student work readiness. To measure the Prakerin variable, aspects such as practical experience, responsibility, knowledge and work skills, and guidance during Prakerin are considered (Hamalik, 2007). Self-efficacy also influences work readiness. Self-efficacy involves an individual's belief in their ability to handle future situations (Hudaniah and Utami, 2013). Research by Andrianus (2020) shows that self-efficacy has a significant relationship with work readiness among SMK students. Self-efficacy is measured through dimensions of level, strength, and generality (Bandura, 1997 as cited in Lianto, 2019).

Adversity quotient is also important in supporting work readiness for SMK students. Adversity quotient reflects an individual's ability to overcome difficulties and obstacles (Hariyati and Dewi, 2021). Research by Nasrullah et al. (2023) shows that adversity quotient has a positive influence on work readiness. Individuals with high adversity quotient are able to persevere and turn problems into opportunities for success (Paul, 2020 as cited in Kamila et al., 2023). Adversity quotient is measured through dimensions of control, causality and acknowledgment, reach and resilience (Stoltz, 2007).

This study focuses on Private Vocational High Schools in Malang City. Private schools have different curricula, facilities, infrastructure, and teaching methods, which can result in differences in learning outcomes (Saputra et al., 2017). Therefore, this study aims to comprehensively examine the influence of Prakerin, self-efficacy, and adversity quotient on work readiness among twelfth-grade students in Private Vocational High Schools in Malang City.

This research is expected to contribute to understanding the factors that influence work readiness among Private Vocational High School students and provide recommendations for improving the quality of education and student work readiness in Malang City.

2. Method

This study adopts a quantitative method to investigate the correlations between variables measured through research instruments, allowing data analysis using statistical techniques (Creswell, 2023). According to Abdullah et al. (2022), quantitative research is a structured scientific study of components, phenomena, and their interactions. A descriptive-correlational design is used, aiming to provide accurate descriptions and interpretations of phenomena (Zellatifanny and Mudjiyanto, 2018). Correlational research collects data to evaluate the relationships between two or more quantitative variables (Pratama et al., 2023). This study explores the relationships between industrial work practice (Prakerin), self-efficacy, and adversity quotient on the job readiness of twelfth-grade students in private vocational high schools in Malang City. Four variables are involved: Industrial Work Practice (X1), Self-Efficacy (X2), Adversity Quotient (X3), and Job Readiness (Y). Multiple correlation models measure the direction and strength of relationships between these variables and a single variable (Pratama et al., 2023). The relationships between variables are illustrated

through a correlation model diagram. The findings are presented in descriptive sentences to explain the data correlations.

Researchers define the population as an area consisting of objects or subjects with specific qualities and characteristics to be studied and concluded (Hamzah and Susanti, 2020). The population encompasses all research objects, including objects, living beings, phenomena, test values, or events that serve as data sources describing particular research characteristics (Abdullah et al., 2022). This study's population comprises twelfth-grade students from private vocational high schools (SMK) in Malang City. This study's population comprises around 435 twelfth-grade students from private vocational high schools (SMK) in Malang City. From this population, a sample of 208 students was calculated using proportional random sampling to ensure representativeness.

3. Results and Discussion

3.1 Result

3.1.1. Industrial Work Practice

Table 1 presents the frequency and percentage of the Industrial Work Practice variable in Vocational High Schools in Malang City.

Table 1. Frequency and Percentage of Industrial Work Practice Variable

Score Range		Category	Frequency	%
86	104	Very High	109	52.4%
66	85	High	97	46.6%
46	65	Low	2	1%
26	45	Very Low	0	0%
Total			208	100%

Based on Table 1, it is stated that the number of respondents is 208, with 109 respondents or 52.4% falling into the very high category within the interval of 86-104. The high category within the interval of 66-85 has 97 respondents or 46.6%. The low category within the interval of 46-65 has 2 respondents or 1%. Meanwhile, there is no frequency generated or it is empty for the very low category. From the descriptive analysis, the mean obtained is 86.17. When this mean value is confirmed in Table 1, it falls within the interval of 86-104. Therefore, the conclusion drawn is that the level of industrial work practice of Private Vocational High School students in Malang City falls into the very high category.

3.1.2. Self Efficacy

The description of the levels of Self Efficacy at Private Vocational High Schools in Malang City is presented in Table 2.

Score Range		Category	Frequency	%
65	80	Very High	116	55.8%
50	64	High	91	43.8%
35	49	Low	1	0.5%
20	34	Very Low	0	0%
Total			208	100%

Table 2 shows that out of 208 respondents, 116 respondents or 55.8% fall into the very high category within the score range of 65-80. The high category within the range of 50-64 has 91 respondents or 43.8%. The low category within the range of 35-49 has 1 respondent or 0.5%. There are no respondents in the very low category. The descriptive analysis yields a mean of 65.75, falling within the interval of 65-80. Therefore, the conclusion is drawn that the level of self-efficacy among Private Vocational High School students in Malang City is classified as very high.

3.1.3. Adversity Quotient

The description of the levels of Adversity Quotient at Private Vocational High Schools in Malang City is presented in Table 3.

Table 3 Frequency and Percentage of Adversity Quotient Variable

Score Range		Category	Frequency	%
65	80	Very High	112	53.8%
50	64	High	94	45.2%
35	49	Low	2	1%
20	34	Very Low	0	0%
Total			208	100%

Table 3 shows that out of 208 respondents, 112 respondents or 53.8% fall into the very high category within the score range of 65-80. The high category within the range of 50-64 has 94 respondents or 45.2%. The low category within the range of 35-49 has 2 respondents or 1%. There are no respondents in the very low category. The descriptive analysis yields a mean of 65.18, falling within the interval of 65-80. Therefore, the conclusion is drawn that the level of adversity quotient among Private Vocational High School students in Malang City is classified as very high.

3.1.4. Work Readiness

The description of the levels of Work Readiness at Private Vocational High Schools in Malang City is presented in Table 4.

Score Range		Category	Frequency	%
65	80	Very High	134	64.4%
50	64	High	74	35.6%
35	49	Low	0	0%
20	34	Very Low	0	0%
Total			208	100%

Table 4 shows that out of 208 respondents, 134 respondents or 64.4% fall into the very high category within the score range of 65-80. The high category within the range of 50-64 has 74 respondents or 35.6%. There are no respondents in the low and very low categories. The descriptive analysis yields a mean of 66.88, falling within the interval of 65-80. Therefore, the conclusion is drawn that the level of work readiness among Private Vocational High School students in Malang City is classified as very high.

3.1.5. Hipotesis Test

The results of the coefficient regression test are presented in Table 5. The t-test was conducted to examine whether there is a partial influence between the independent variables and the dependent variable.

Table 5 Regression Coefficient Test Results t-test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.125	3.078		1.015	.311		
	Prakerin	.220	.049	.270	4.517	.000	.434	2.302
	Self Efficacy	.196	.062	.190	3.164	.002	.430	2.327
	Adversity Quotient	.489	.058	.469	8.468	.000	.506	1.976

a. Dependent Variable: Kesiapan Kerja

Based on Table 5, the analysis yields:

1. The Sig. value of Prakerin is $0.000 < 0.05$, indicating that the null hypothesis is rejected and the alternative hypothesis is accepted. It is concluded that there is an influence between Industrial Work Practice (Prakerin) (X1) and work readiness (Y) among twelfth-grade students of Private Vocational High Schools in Malang City.
2. The Sig. value of Self Efficacy is $0.002 < 0.05$, indicating that the null hypothesis is rejected and the alternative hypothesis is accepted. It is concluded that there is an influence between self-efficacy (X2) and work readiness (Y) among twelfth-grade students of Private Vocational High Schools in Malang City.
3. The Sig. value of Adversity Quotient is $0.000 < 0.05$, indicating that the null hypothesis is rejected and the alternative hypothesis is accepted. It is concluded that there is an influence between Adversity Quotient (X3) and work readiness (Y) among twelfth-grade students of Private Vocational High Schools in Malang City.

To calculate the influence among variables simultaneously, the F-test can be used. The F-test is used to determine whether independent variables jointly or simultaneously influence the dependent variable. The following is Table 6 showing the results of the F-test.

Tabel 6 F test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6498.007	3	2166.002	146.605	.000 ^b
	Residual	3013.988	204	14.774		
	Total	9511.995	207			

a. Dependent Variable: Kesiapan Kerja
 b. Predictors: (Constant), Adversity Quotient, Prakerin, Self Efficacy

Based on Table 6, the Sig. value is $0.000 < 0.05$ with an F value of $146.605 > 3.04$. This result indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. It states that there is a simultaneous (joint) influence between Industrial Work Practice, self-efficacy, and Adversity Quotient on work readiness among twelfth-grade students of Private Vocational High Schools in Malang City.

The coefficient of determination is a measurement aimed at determining the extent of contribution of the independent variables simultaneously to the dependent variable. The calculation result of the coefficient of determination can be seen in Table 7.

Table 7 Coefficient of Determination Results

Model Summary^b				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.827^a	.683	.678	3.844

Based on Table 7, the R Square value is 0.683, indicating that the independent variables in this study affect the dependent variable by 68.3%. Based on this result, it can be concluded that the influence of Industrial Work Practice (Prakerin) (X1), self-efficacy (X2), and Adversity Quotient (X3) on work readiness among twelfth-grade students of Private Vocational High Schools in Malang City is 68.3%, and the remaining 31.7% is influenced by other variables.

3.2 Discussion

3.2.1. Industrial Work Practice of Twelfth-Grade Students at Private Vocational High Schools in Malang City

The descriptive test results in this study indicate that the Internship Practices (Prakerin) of twelfth-grade students at Private Vocational Schools in Malang City obtained a mean score of 86.17, which falls into the very high category. This finding indicates that the Prakerin has been successful, significantly contributing to improving students' work readiness. The experiences gained during Prakerin, as explained by Syahroni (2020), are expected to enhance students' self-confidence, professional attitudes, as well as knowledge and work skills. The internship practice variable was measured through practical experience, responsibility, knowledge and work skills, as well as guidance during Prakerin (Hamalik, 2007).

Descriptive analysis indicates that the aspects of practical experience and knowledge and work skills of students are in the very high category, indicating that Prakerin provides valuable and relevant experiences with the working world (Sudaryono et al., 2022). The responsibility aspect is also high, indicating students' discipline and professionalism, supporting Syahroni's (2020) view of Prakerin's goal of enhancing professionalism. Guidance during Prakerin is also excellent, ensuring smooth activities and helping students overcome challenges (Syarif et al., 2018). In conclusion, Prakerin in Private Vocational Schools in Malang

City is highly effective in improving students' work readiness, in line with Junaida et al.'s (2023) opinion that Prakerin provides students with high work experience and skills.

3.2.2. Self efficacy of Twelfth-Grade Students at Private Vocational High Schools in Malang City

The descriptive test results show that the self-efficacy of twelfth-grade students at Private Vocational Schools in Malang City obtained a mean score of 65.75, which falls into the very high category. This indicates good self-efficacy, which is expected to enhance students' work readiness. High self-efficacy allows students to manage positive traits and thoughts, and enables them to overcome challenges, consistent with Zagoto's (2019) research. Lunenburg (2011) states that self-efficacy is influenced by experiences of success, experiences of others, verbal persuasion, as well as physiological and emotional states. The self-efficacy variable was measured through the dimensions of difficulty level, strength, and generality (Lianto, 2019).

Descriptive analysis shows that the dimensions of difficulty level, strength, and generality of students are in the very high category. The difficulty level aspect indicates students' confidence in completing difficult tasks (Muna et al., 2021). The strength dimension reflects students' ability to face the demands of tasks and problems during Prakerin (Saputri and Sugiharto, 2020). Meanwhile, the generality dimension indicates students' ability to adapt behavior to achieve a variety of more varied activities (Aditya and Imami, 2023). Thus, the high self-efficacy in Private Vocational Schools in Malang City is expected to enhance the work readiness of twelfth-grade students.

3.2.3. Adversity quotient of Twelfth-Grade Students at Private Vocational High Schools in Malang City

The descriptive test results indicate that the adversity quotient of twelfth-grade students at Private Vocational Schools in Malang City has a mean score of 65.18, with 53.8% of students falling into the very high category. This indicates that students are consciously and purposefully able to overcome various life problems after graduation, both in work and continuing their studies (Hariyati and Dewi, 2021). A high adversity quotient helps students turn difficulties into opportunities and manage their mindset and behavior calmly in responding to difficulties (Fikri et al., 2023). This study used the dimensions of control, cause and recognition, scope, and resilience to measure adversity quotient (Stoltz, 2007).

Descriptive analysis of the sub-variables shows that the control dimension of students is in the high category, indicating their ability to control the problems they face. The cause and recognition dimension is in the very high category, indicating students' ability to analyze and identify the causes of difficulties (Raqib and Ni'matuzahro, 2023). The scope dimension is also very high, indicating students' ability to map and separate problems so they do not influence each other (Khairunisa et al., 2018). The resilience dimension is in the very high category, indicating students' ability to solve problems accurately. Thus, the high adversity quotient in Private Vocational Schools in Malang City is expected to increase the work readiness of twelfth-grade students, with dimensions playing a crucial role in these high results.

3.2.4. Work Readiness of Twelfth-Grade Students at Private Vocational High Schools in Malang City

The analysis results indicate that the work readiness of twelfth-grade students at Private Vocational Schools in Malang City obtained a mean score of 66.88%, which falls into the very high category. This indicates that the work readiness of students in Malang City is very good, which is important for channeling graduates of vocational schools who are ready to work according to their interests. Work readiness is influenced by various aspects such as resilience, maturity, motivation, and interpersonal skills (Wardani et al., 2021). Student resilience, which is in the high category, reflects their ability to adapt and improve themselves from mistakes (Saputra et al., 2020). The maturity aspect, with 50.5% of students in the very high category, indicates that students are able to make mature decisions (Amat, 2021). Motivation, which is in the very high category at 68.3%, indicates strong drive from students in facing the challenges of the working world (Supriani and Arifudin, 2020). Interpersonal skills, at 52.9%, indicate that students have good social skills (Nurita et al., 2023).

In conclusion, the very high work readiness of Private Vocational School students in Malang City indicates their readiness to work after graduation. This work readiness is influenced by industrial work practices (internships), self-efficacy, and adversity quotient, all of which play an important role in equipping students with the skills and confidence needed to succeed in the workforce. Therefore, guidance and support activities are crucial to ensure that students have adequate quality and readiness to pursue jobs according to their interests.

3.2.5. The influence of Industrial Work Practices (Prakerin) on the Job Readiness of Twelfth-grade Students at Private Vocational High Schools (SMK) in Malang City

Individuals with good work readiness are inevitably influenced by their internship experiences, as internships enhance students' readiness through work experience, responsibility, knowledge, and skills. Wardani et al. (2021) stated that work readiness is represented by resilience, maturity, motivation, and interpersonal skills. Lack of preparation for the workforce will result in a gap between skills and requirements. One effort to address this gap is through internship activities, aimed at providing students with real-world work experience (Amiyastutik, 2017). Internship activities help students become familiar with the work environment and enhance knowledge and skills that cannot be obtained solely through schooling (Putra et al., 2023). Internships are expected to provide a true picture of the actual work environment, enabling students to prepare well for entering the workforce.

Based on the results of individual parameter significance testing (t-test), this study indicates that the significance value of the industrial work practice variable on work readiness is 0.000, which means < 0.05 , thus H_a is accepted. This means that there is a significant influence of industrial work practices (internships) on the work readiness of twelfth-grade students at private vocational schools in Malang City. The higher the internship experience students have, the higher their work readiness, and conversely, the lower the internship experience, the lower their work readiness (Junaida et al., 2023). Taufik's study (2016) also supports this finding, showing that internships have a significant effect on students' work readiness. Through internships, students gain work experience and a real understanding of the conditions in the workforce, enhancing their abilities and skills in their field.

3.2.6. The influence of self efficacy on the Job Readiness of Twelfth-grade Students at Private Vocational High Schools (SMK) in Malang City

The results of individual parameter significance testing indicate that the significance value of the self-efficacy variable on work readiness is 0.002, which means < 0.05 . This indicates a significant influence of self-efficacy on the work readiness of twelfth-grade students at private vocational schools in Malang City. Partially, the higher the self-efficacy possessed by students, the higher their work readiness, and vice versa. Zagoto (2019) defines self-efficacy as an individual's belief in their ability to organize and execute actions necessary to achieve set goals. Self-efficacy helps shape the mental and emotional state of students, which in turn affects their work readiness.

Students with low self-efficacy often fail to realize the extent of their abilities in facing the workforce (Lianto, 2019). The lack of self-efficacy also leads to a pessimistic attitude towards the future and work readiness because students who lack confidence in their abilities tend to inhibit their desire to achieve or succeed in life goals (Muna et al., 2021). Conversely, strong self-efficacy helps shape positive patterns of thinking, feelings, and motivation, which underlie students' work readiness (Lianto, 2019). The study by Andrianus (2020) also supports this finding, indicating a significant influence of self-efficacy on the work readiness of vocational school students.

3.2.7. The influence of adversity quotient on the Job Readiness of Twelfth-grade Students at Private Vocational High Schools (SMK) in Malang City

Adversity quotient is intelligence related to an individual's resilience when facing life's challenges (Stoltz, 2007). The aspects within adversity quotient, such as self-control and wise problem-solving, influence character formation, organizational skills, and social intelligence. This aligns with Muspawi and Lestari (2020), who state that work readiness involves physical and mental maturity, as well as learning experiences that meet work requirements. Wardani et al. (2021) further add that work readiness includes resilience, maturity, motivation, and interpersonal skills. If students are inadequately prepared for the workforce, there will be a gap between self-idealism and life's necessities, which can be addressed by forming a comprehensive graduate identity (Asnur & Heriyadi, 2021).

The results of individual parameter significance testing indicate that the significance value of the adversity quotient variable on work readiness is 0.000, which means < 0.05 . This indicates a significant influence of adversity quotient on the work readiness of twelfth-grade students at private vocational schools in Malang City. The higher the adversity quotient possessed by students, the higher their work readiness, and vice versa. The study by Nasrullah et al. (2023) supports this finding, demonstrating the significant influence of adversity quotient on students' work readiness. Therefore, it can be concluded that adversity quotient significantly influences the work readiness of students at private vocational schools in Malang City.

3.2.8. The influence of Industrial Work Practices (Prakerin), self efficacy and adversity quotient on the Job Readiness of Twelfth-grade Students at Private Vocational High Schools (SMK) in Malang City

Based on the simultaneous statistical test (F-test), this study addresses the research problem regarding the influence of industrial work practices (Prakerin), self-efficacy, and adversity quotient on the work readiness of twelfth-grade students at private vocational schools in Malang City. The research results indicate that there is a significant influence between Prakerin (X1), self-efficacy (X2), and adversity quotient (X3) on work readiness (Y). This is evidenced by the simultaneous test results (F-test) showing a significance level of 0.000, with an F-value of 146.605 and a critical F-value of 3.04. Thus, the significance value of $0.000 < 0.05$ and the F-value of $146.605 > 3.04$ indicate a significant influence of these three variables on work readiness.

Furthermore, the results of the simultaneous coefficient of determination testing show a value (R^2) of 0.683. This means that 68.3% of students' work readiness can be explained by the variables of Prakerin, self-efficacy, and adversity quotient, while the remaining 31.7% is influenced by other unexamined variables. The effective contribution of each variable indicates that industrial work practices, self-efficacy, and adversity quotient have a positive influence on work readiness. Industrial work practices provide skills and knowledge about the working world, self-efficacy enhances students' confidence, and adversity quotient helps students manage and deal with problems in their work.

These research findings are consistent with the study by Violinda et al. (2023), which shows that career, self-efficacy, and adversity quotient collectively influence work readiness. Individuals with experience, knowledge, self-confidence, and problem-solving skills tend to have better work readiness. If industrial work practice activities, self-efficacy, and adversity quotient are improved, they will have a positive influence on students' work readiness. This is also supported by Azky and Mulyana (2024), who state that work readiness is influenced by internship experiences, self-efficacy, adversity quotient, and other factors. The effective contribution of each variable to work readiness is 19.7% for industrial work practices, 13.09% for self-efficacy, and 36.02% for adversity quotient. Their relative contributions are 28.08%, 19.17%, and 52.75%, respectively. This indicates that adversity quotient has the greatest influence on work readiness, followed by industrial work practices and self-efficacy.

4. Conclusion

The research results are as follows: (1) The level of industrial work practice (internship) among grade XII private vocational high school students in Malang City is very high. (2) The self-efficacy of grade XII private vocational high school students in Malang City is very high. (3) The adversity quotient of grade XII private vocational high school students in Malang City is very high. (4) The job readiness of grade XII private vocational high school students in Malang City is very high. (5) There is a significant effect of industrial work practice (internship) on job readiness. (6) There is a significant effect of self-efficacy on job readiness. (7) There is a significant effect of adversity quotient on job readiness. (8) There is a significant combined effect of industrial work practice, self-efficacy, and adversity quotient on the job readiness of grade XII at vocational high school students in Malang City. The effective contribution of industrial work practices, self-efficacy and adversity quotient to work readiness was 19.7%,

13.09% and 36.02%, respectively. The relative contribution of industrial work practices, self-efficacy and adversity quotient to job readiness was 28.08%, 19.17% and 52.75%.

References

- Aditya, M. S., & Imami, A. I. (2023). Self Efficacy Siswa dalam Proses Pembelajaran Matematika Kelas IX SMP. *Prosiding Seminar Nasional Matematika Dan Pendidikan Matematika*, 4(1), 486–494. <https://journal.unsika.ac.id/index.php/sesiomadika/article/view/7656/3779>
- Andrianus, I. J. (2020). Efikasi Diri dengan Kesiapan Kerja Pada Siswa Kelas XII Di SMK X. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(4), 572. <https://doi.org/10.30872/psikoborneo.v8i4.5563>
- Asnur, L., & Heriyadi, B. (2021). Mempersiapkan Siswa Memasuki Industri dan Dunia Kerja. In *Analytical Biochemistry* (Vol. 11, Issue 1). Bintang Pustaka Madani. <http://link.springer.com/10.1007/978-3-319-59379-1%0Ahttp://dx.doi.org/10.1016/B978-0-12-4200708.000007%0Ahttp://dx.doi.org/10.1016/j.ab.2015.03.024%0Ahttps://doi.org/10.1080/07352689.2018.1441103%0Ahttp://www.chile.bmw-motorrad.cl/sync/showroom/lam/es/>
- Azky, S., & Mulyana, O. P. (2024). Faktor-Faktor Yang Mempengaruhi Kesiapan Kerja Mahasiswa: Literature Review. *Innovative: Journal Of Social Science Research*, 4(3), 3178–3192.
- BPS. (2023). Tingkat Pengangguran Terbuka Berdasarkan Tingkat Pendidikan 2020-2022. Badan Pusat Statistika. <https://www.bps.go.id/indicator/6/1179/1/tingkat-pengangguran-terbuka-berdasarkan-tingkat-pendidikan.html>
- BPS Kota Malang. (2023). Keadaan Ketenagakerjaan Kota Malang Agustus 2023. 25. <https://malangkota.bps.go.id/pressrelease/2023/12/04/315/keadaan-ketenagakerjaan-kota-malang--agustus-2023.html>
- Elfranata, S., Daud, D. J., Yeni, Pratiwi, N., Meliyani, E., Ervin, E., & Mecang, H. K. (2022). Pengaruh Self Esteem dan Self Efficacy Terhadap Kesiapan Kerja Siswa SMK Negeri di Kecamatan Pontianak Utara. *JEID: Journal of Educational Integration and Development*, 2(4), 260–270. <https://doi.org/10.55868/jeid.v2i4.147>
- Fikri, M. A., Putra, U. Y., Tentama, F., & Kusuma, D. R. (2023). Pengaruh Motivasi Kerja dan Lingkungan Kerja Terhadap Kinerja Karyawan. *Paradoks : Jurnal Ilmu Ekonomi*, 6(3), 142–150. <https://doi.org/10.57178/paradoks.v6i3.637>
- Hamalik, O. (2007). Pengembangan Sumber Daya Manusia: Manajemen Pelatihan Ketenagakerjaan Pendekatan Terpadu. PT Bumi Aksara.
- Hariyati, D. R., & Dewi, D. K. (2021). Hubungan antara Optimisme dengan Adversity Quotient pada Fresh Graduate Universitas Negeri Surabaya. *Character: Jurnal Penelitian Psikologi*, 8(8), 153–164.
- Junaida, Ghafara, S. T., Ganefri, & Yulastri, A. (2023). Strategi Pemasaran Lulusan Vokasi. In Pulug (p. 73). Uwais Inspirasi Indonesia.
- Karlina, N., Hendriana, H., & Supriatna, E. (2022). Studi Deskriptif Kesiapan Kerja Peserta Didik di SMK Negeri Cihampelas. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 5(1), 61. <https://doi.org/10.22460/fokus.v5i1.7471>
- Khairunisa, U., Rahayuningsih, T., & Anggraini, R. (2018). Hubungan Budaya Organisasi Dengan Adversity. *Psychopolytan (Jurnal Psikologi)*, 1(1), 19–27.
- Lianto. (2019). Self-Efficacy: A Brief Literature Review. *Jurnal Manajemen Motivasi*, 15(2), 55. <https://doi.org/10.29406/jmm.v15i2.1409>
- Lunenburg, F. C. (2011). Self-Efficacy in the Workplace: Implications for Motivation and Performance. *International Journal Of Management, Business and Administration*, 14(1), 1–6. <https://doi.org/10.1177/216507999103901202>
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura : Jurnal Pendidikan*, 12(1), 29–40. <https://doi.org/10.31849/lectura.v12i1.5813>
- Muna, M. S., Khotimah, N., & Zuhaira, Y. J. (2021). Self-Efficacy Guru terhadap Dinamika Pembelajaran Online di Masa Pandemi Covid-19. *Edukatif : Jurnal Ilmu Pendidikan*, 3(5), 3113–3122. <https://doi.org/10.31004/edukatif.v3i5.754>

- Muspawi, M., & Lestari, A. (2020). Membangun Kesiapan Kerja Calon Tenaga Kerja. *Jurnal Literasiologi*, 4(1), 111–117. <https://doi.org/10.47783/literasiologi.v4i1.138>
- Nasrullah, Marlina, L., Marsuni, N., & Dharma, S. (2023). The Influence of Soft Skills and Adversity Quotient on Work Readiness of Students in the Faculty of Economics at Muhammadiyah University Makassar. *Jurnal Aplikasi Bisnis Dan Manajemen (JABM)*, 9(2), 639.
- Nurita, F. W., Mahira, Widyan Zulda Rizki, Y. L., & Azanni, M. (2023). Kompetensi Intrapersonal, Interpersonal dan Kompetensi Kepemimpinan. *Jurnal Pendidikan Tambusai*, 7(2), 5258–5267. jptam.org
- Putra, T. D. C., Nainggolan, E. E., & Muslikah, E. D. (2023). Kesiapan kerja mahasiswa S1 dan D4 ditinjau dari self-efficacy. *Jurnal Penelitian Psikologi*, 4(01), 118–129. <https://jurnal.untag-sby.ac.id/index.php/sukma/article/view/9209>
- Kamila, M., Hidayah, N., & Aulia. (2023). *Adversity Quotient Terhadap Fresh Graduate dalam Menghadapi Dunia Kerja : Literature Review*. 11(2), 81–92. <https://doi.org/10.18592/jsi.v11i2.10092>
- Raqib, A. A. F., & Ni'matuzahro. (2023). Adversity Quotient Pada Mahasiswa Berwirausaha. *Jurnal Afeksi: Jurnal Psikologi, Filsafat Dan Sainstek*, 8762(July), 1–23. <https://doi.org/10.572349/afeksi.v2i2.1008>
- Rasida, A., Mukarromah, L., Bahri, M., Setiawati, S., Robibah, W., & Hidayat, R. (2023). Manajemen Layanan Khusus PSG-Prakerin di Sekolah Menengan Kejuruan Al-Qodiri Jember. *Jurnal Manajemen Pendidikan Islam*, 1(2), 64–74.
- Safitri, A. O., Yuniarti, V. D., & Rostika, D. (2022). Upaya Peningkatan Pendidikan Berkualitas di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs). *Jurnal Basicedu*, 6(4), 7096–7106. <https://doi.org/10.31004/basicedu.v6i4.3296>
- Sanusi, I., & Fernandes, D. (2019). Hubungan Praktik Kerja Industri (Prakerin) Terhadap Kesiapan Memasuki Dunia Kerja Bagi Siswa Kelas XII Kompetensi Kendaraan Ringan SMK Negeri 1 Bukittinggi. *Journal of Multidisciplinary Research and Development*, 1(3), 603–612. <https://jurnal.ranahresearch.com/index.php/R2J/article/view/99>
- Saputri, K. A., & Sugiharto. (2020). Hubungan Antara Self Efficacy Dan Social Support Dengan Tingkat Stres Pada Mahasiswa Akhir Penyusun Skripsi Di FIP UNNES Tahun 2019. *Konseling Edukasi: Journal of Guidance and Counseling*, 4(1), 101–122. <https://doi.org/10.2224/sbp.2013.41.9.1519>
- Saputri, K. A., & Sugiharto. (2020). Hubungan Antara Self Efficacy Dan Social Support Dengan Tingkat Stres Pada Mahasiswa Akhir Penyusun Skripsi Di FIP UNNES Tahun 2019. *Konseling Edukasi: Journal of Guidance and Counseling*, 4(1), 101–122. <https://doi.org/10.2224/sbp.2013.41.9.1519>
- Shazrena, F., Syuhada, S., & Arief, H. (2022). Pengaruh Praktik Kerja Industri dan Hasil Belajar Mata Diklat Produktif terhadap Kesiapan Kerja Siswa Kelas XII SMK Negeri 8 Muaro Jambi. *Edu Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial FKIP Universitas Jambi*, 1(1), 84–93. <https://online-journal.unja.ac.id/jeso/article/view/21538/14503>
- Siregar, P. A. (2023). Terapi Pola Asuh Islami dalam Memperkuat Karakter Remaja Stroberi (Straeberry Generation). *Jurnal Pendidikan Agama Islam*, 1(1), 47–62. <https://jurnal.alahliyah.sch.id/index.php/almurabbijurnalpendidikanislam/article/view/130>
- Stoltz, P. G. (2007). Faktor Paling Penting dalam Meraih Sukses Adversity Quotient. In *PT Gramedia Widiasarana Indonesia* (p. 425). PT Gramedia Widiasarana Indonesia.
- Sudaryono, Elmanda, V., Purba, A. E., Ayu Sanjaya, Y. P., & Julianingsih, D. (2022). Efektivitas Program Magang Siswa SMK di Kota Serang Dengan Menggunakan Metode CIPP di Era Adaptasi New Normal Pandemi Covid-19. *ADI Bisnis Digital Interdisiplin Jurnal*, 3(1), 5–15. <https://doi.org/10.34306/abdi.v3i1.565>
- Supriani, Y., & Arifudin, O. (2020). Upaya meningkatkan motivasi peserta didik dalam pembelajaran. *Jurnal Al-Aman (JAA)*, 1(1), 1–10.
- Syahroni, F. (2020). Persepsi Siswa Terhadap Manfaat Pelaksanaan Praktek Kerja Industri Di Smk N 1 Lembah Gumanti. *Bahana Manajemen Pendidikan Jurnal Administrasi Pendidikan*, 2(1), 275–281. <http://jurnal.ensiklopediaku.org>
- Syarif, S., Suherman, A., & Yayat. (2018). Identifikasi Faktor-Faktor Yang Mempengaruhi Kesiapan Kerja Siswa Teknik Perbaikan Bodi Otomotif. *Journal of Mechanical Engineering Education*, 5(2), 261. <https://doi.org/10.17509/jmee.v5i2.15197>
- Taufik, I. (2016). Pengaruh Prakerin Terhadap Kesiapan Kerja Siswa. *Economic Education Analysis Journal*, 4(1), 55–60. <https://journal.student.uny.ac.id/index.php/mesin/article/viewFile/1480/1628>

- Van Hiep, D. N. (2021). High Quality Human Resources Development. *Journal of University of Shanghai for Science and Technology*, 23(1), 3818–3830. <https://doi.org/10.51201/jusst12546>
- Violinda, Q., Wahyuningsih, S., & Meiriyanti, R. (2023). Pengaruh Career Planning, Self Efficacy dan Adversity Quotient Terhadap Kesiapan Kerja Mahasiswa S1 di Semarang. *Jurnal Aplikasi Bisnis Dan Manajemen*, 9(2), 639–648. <https://doi.org/10.17358/jabm.9.2.639>
- Wardani, F. K., Isnain, A., Alifah, A. N., Khasanah, P. U., Nabila, F. A., P, S. I., Astikawati, H., & Husna, A. N. (2021). The Construction of Work Readiness Scale. *The 14th University Research Colloquium*, 78–87. <http://repository.urecol.org/index.php/proceeding/article/view/1774>
- Wiharja, H., Rahayu, S., & Rahmiyati, E. (2020). Pengaruh Self Efficacy terhadap Kesiapan Kerja Mahasiswa Pendidikan Vokasi. *VOCATECH: Vocational Education and Technology Journal*, 2(1), 11–18. <https://doi.org/10.38038/vocatech.v2i1.40>
- Zagoto, S. F. L. (2019). Efikasi Diri Dalam Proses Pembelajaran. *Jurnal Review Pendidikan Dan Pengajaran*, 2(2), 386–391. <https://doi.org/10.31004/jrpp.v2i2.667>
- Zulkarnain, W. (2018). *Manajemen Layanan Khusus di Sekolah*. PT Bumi Aksara